



# ECREA Lisbon 14 November 2014

**Ways to avoid problematic situations  
and negative experiences**

Children's preventive coping strategies  
online

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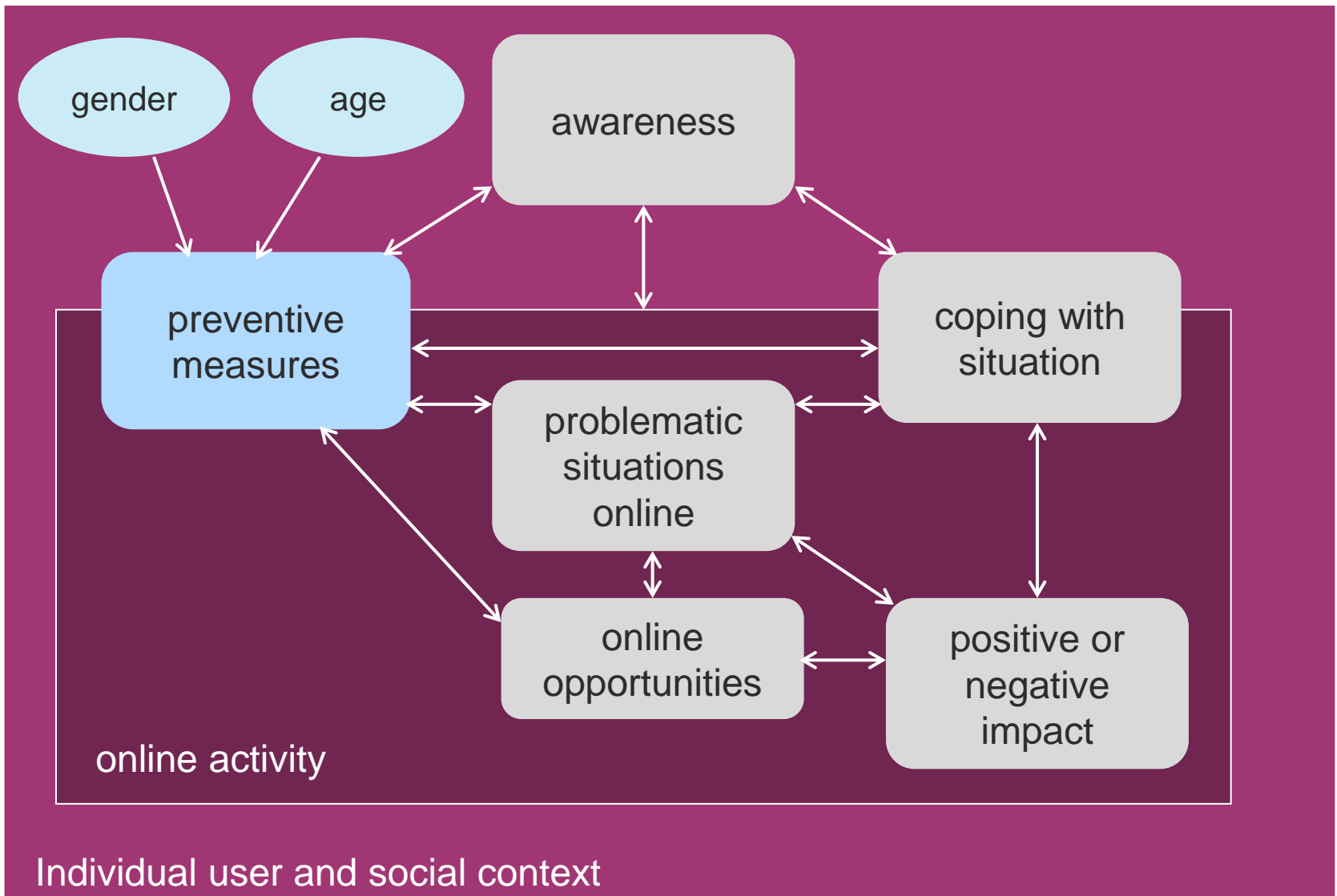


# Data collection

## EU Kids Online – qualitative phase

- 349 young participants
- 57 focus groups and 113 individual interviews
- 9 European countries





# Preventive measures?

- Future oriented
  - Risk/impact-reduction
  - Avoid (re)-occurrence or escalation
  - Real actions and anticipations
  - Self-initiated
- 
- Learn from experiences
  - Advice from others



# Analysis procedure – first-level coding

**Transcript in original language**



**Short descriptive comment  
in English**

# Analysis procedure – first level coding

**Karen:**

Vroeger, alleez ja, ik ging eens in 't koopcentrum en wij gingen eens naar een telefoonwinkel en ik ging daar eens met zo een ipad op Facebook en ja, die stond niet voor af te melden en ik ben ook een paar keer gehackt en daarmee durf ik niet meer zo vaak. En dan zie ik meestal op mijn pagina dat er geen dingen op staan die ik er niet heb opgezet, want dat is al eens gebeurd.)

**Ondervrager:**

Ha ja, en wat was er dan allemaal opgezet?

**Karen:**

Bijvoorbeeld ik wil vrijen en zo. En ik heb dat daar allemaal afgedaan, want dat was niet van mij.)

**Ondervrager:**

En hebt ge dat dan ook tegen uw ouders gezegd?

**Karen:**

Ja, ik heb dat ook direct getoond aan mijn ouders en ook gezegd via de telefoon aan mijn papa. Die hebben dat ook gezien en dan heb ik dat samen met hen er af gedaan.)

**Ondervrager:**

OK, en hebben die daar nog iets over gezegd?

**Karen:**

Ja, dat ik mij meer moet afmelden. Maar meestal als ik op mijn eigen laptop zit, dan doe ik dat niet zo vaak, want ...

**Opmerking [sv12]: Coping:** after the bad experience of strangers posting things on her FB (after she forgot to log off), she's more reluctant to go on FB.

**Opmerking [sv13]: Risky experiences:** once she went on her FB account in a shop with free internet access, but she forgot to log off. So afterwards she saw that strangers had posted things on her page. She didn't like this.

**Opmerking [sv14]: Risky experiences:** when she forgot to log off, strangers had posted things on her FB like "I want to have sex". She was offended by this.

**Opmerking [sv15]: Coping** with unwelcome posts from strangers on FB: delete all the posts

**Opmerking [sv16]: Coping** with unwelcome posts from strangers on FB: talk to parents about it, and show the comments to the parents.

**Opmerking [sv17]: Parental mediation:** the parents helped her to remove/delete the unwelcome posts from strangers from her FB profile.

**Opmerking [sv18]: Preventive coping:** her parents told her that she should have more attention about logging off. On her own laptop, she doesn't always log off.

# Analysis procedure – second level coding

**Read all descriptive comments**



**Attach numeric codes to  
topics within key concepts**

# Analysis procedure – second level coding

Code	AREA 1, codes: 1: Risk experience 2: Risk impacts 3: Risk awareness 4: Prevent coping 5: Activities 6: Mediation 7: Literacy / opportunities 8: RQ - researcher comment 9: Offtopic / other	AREA 2, codes same 1 - 8	Problematic situation 1: 1 strangers 2 bullying&harassment 3 sex 4 unwanted content 5 commercial 6 personal data 7 technical problems 8 health & overuse	Problematic situation 2: same codes	Platform: 1 SNS 2 e-mail 3 popups 4 web 5 chat&message 6 youtube 7 games&virt.worlds 9 online phone&video 10 school platforms 11 boards&forums 12 mobiles&tablets	Who is involved 1: 1 respondent 2 friend -peer 3 siblings 4 parents 5 teacher&school 6 from media 7 other (known) people
sv22,Risk perception/feelings: she doesn't care much about people making fake profiles. It's their business, and finally they end up in troubles. So she's not really bothered by this.	3	4	6			1
sv23,Risk awareness/school mediation: at school, they had warned them for fake profiles. But it was the first time that she was confronted with herself.	6	3	6			1
sv24,Risk awareness: when she receives a friend request, she will first check the person's pictures, and whether she knows the person or not. But the problem was that the fake profile had the same name as the real person. So it was not really possible to distinguish the fake profile, she was just thinking that the boy had a new profile so she added him as friends.	4	3	6			1
sv25,Risk perception: she doesn't know all of her FB friends personally, but these people then have a lot of mutual friends.	3	4	1			1
sv26,Risk perception/opportunities: FB helped her to get to know more people. Sometimes you add them as FB-friends and you don't really know them. But then after chatting with them for a while, and sending sms, they become good friends.	7					
sv27,RC: she won't add complete strangers as FB-friends, but here she talks about people who have several mutual friends. So they don't really know each other, but there is a connection with their offline social network through mutual friends.	4	3	1			1



# Analysis procedure – developing template

**Filter out comments on  
preventive measures**

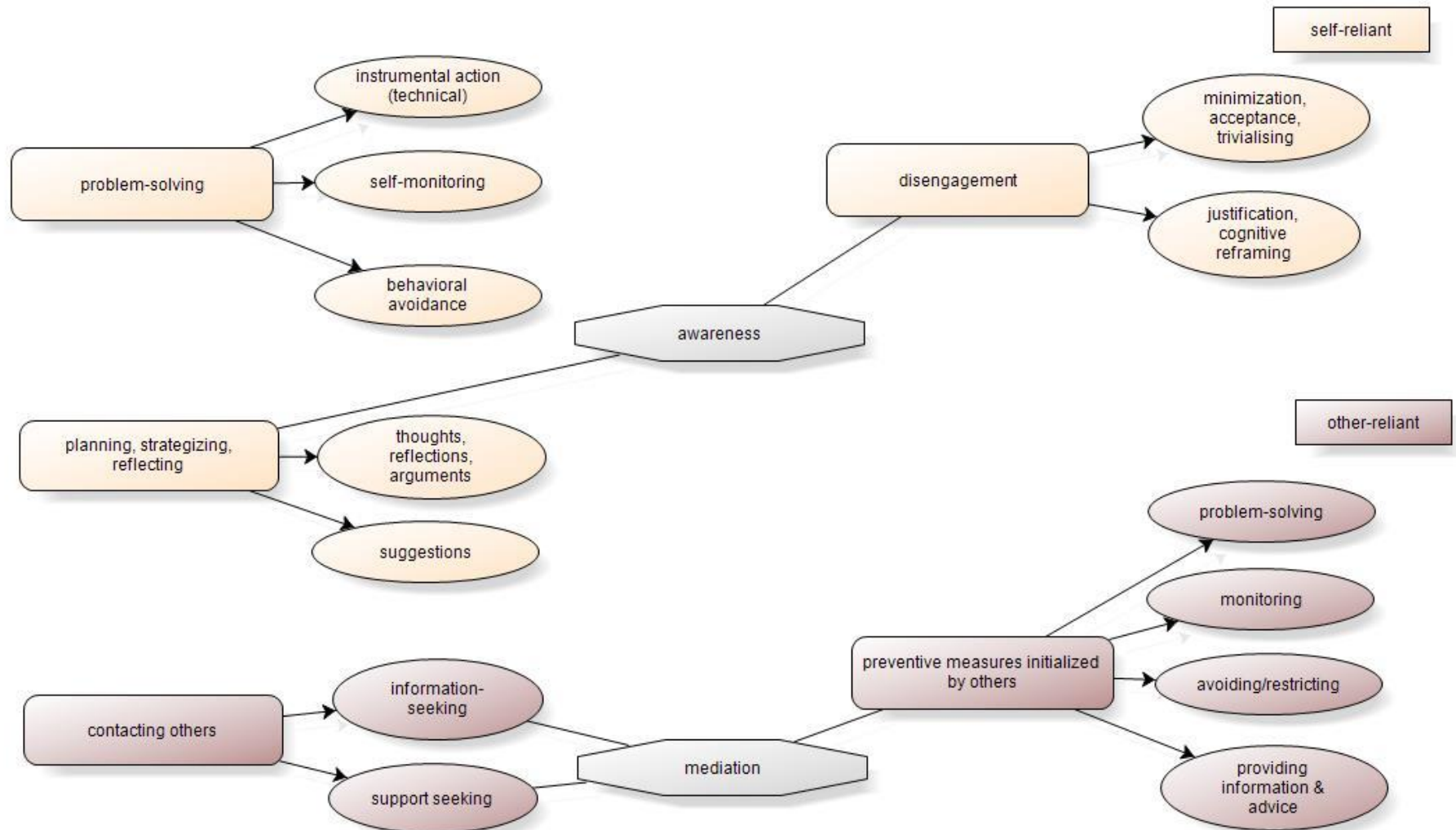


**Classify subset of data in main and  
sub-categories (initial template)**



**Revise template  
(iterative process)**

# Analysis procedure – final template



# Analysis procedures – first reading

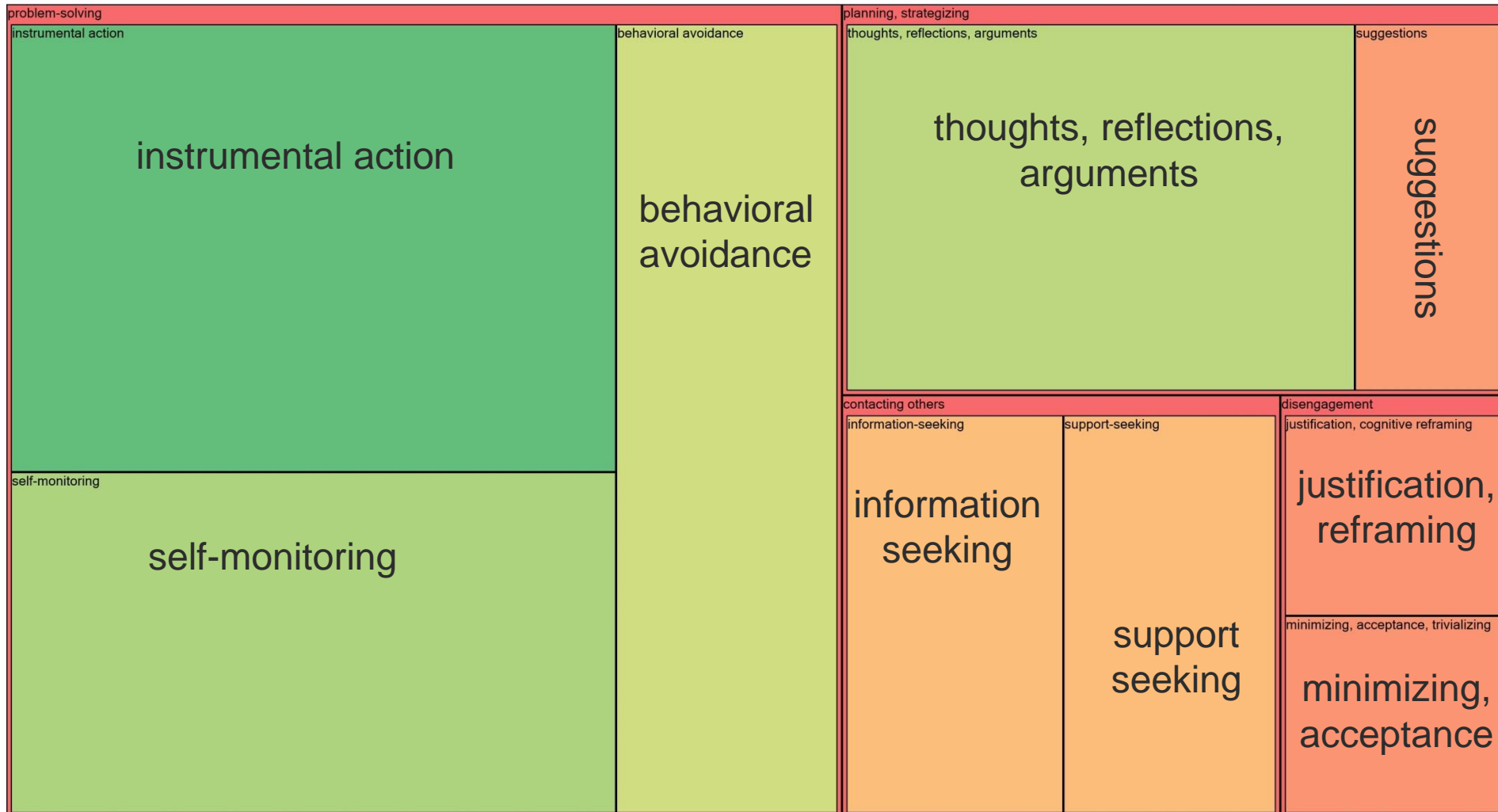
**Classify all comments using  
final thematic template**



**Generate tree maps**

# Analysis procedures – first reading

Nodes compared by number of coding references



# Analysis procedures – second reading

**Retrieve comments from tree  
map leaves**



**In-depth reading of every  
comment, making comparisons**

# Analysis procedures – second reading

h36, Self presentation: she never shares real information about herself on the internet.

Reference 2 - 0,05% Coverage

j55, Risk awareness: there are all sorts of contests/competitions online where you have to like and comment to enter them, but she never comments because she thinks she might be tricked into giving out her personal data

Reference 3 - 0,05% Coverage

AV122, Risk awareness: Cristina doesn't have a FB account because the risk of identity theft.

Reference 4 - 0,05% Coverage

AV139, Prevention: Carmen has never given her telephone number (when it is asked on the net)

<Internals\coded interviews\Spain (1)> - \$ 6 references coded [0,18% Coverage]

Reference 1 - 0,03% Coverage

m104, Prevention: "I'd never do the photo nude"

Reference 2 - 0,03% Coverage

M440, Risk awareness: "It could happen, but I take care, for example, I'd never share videos nude, but you never know, something could happen..."

Reference 3 - 0,03% Coverage

M45, Coping: "When I used Tuenti I didn't accept anybody I didn't know". He checked face-to-face if somebody asked him to befriend.

Reference 4 - 0,03% Coverage

b30, SNS-Prevention/Literacy: She uses a way that the images can be viewed but not downloaded. She knows about an option to avoid anyone downloading pics.

Reference 5 - 0,03% Coverage

w183, Prevention: "I do not connect the cam with people I don't know."

Reference 6 - 0,03% Coverage

w312, Prevention: "No, because I've never uploaded anything I wouldn't like to be seen".

<Internals\coded interviews\UK (1)> - \$ 2 references coded [0,09% Coverage]

Reference 1 - 0,05% Coverage

h161, Risk prevention: Fahima is careful not to give out her address

Reference 2 - 0,05% Coverage

H75, Prevention: When someone asked Joe where he lived he did not reply

↑ fake info = instrumental action

self-monitoring

sexting ↑

strangers

instrumental action

# Analysis procedure – summary

- Huge amount of data (>4000 comments)
- Interest in comparing groups and types of risk

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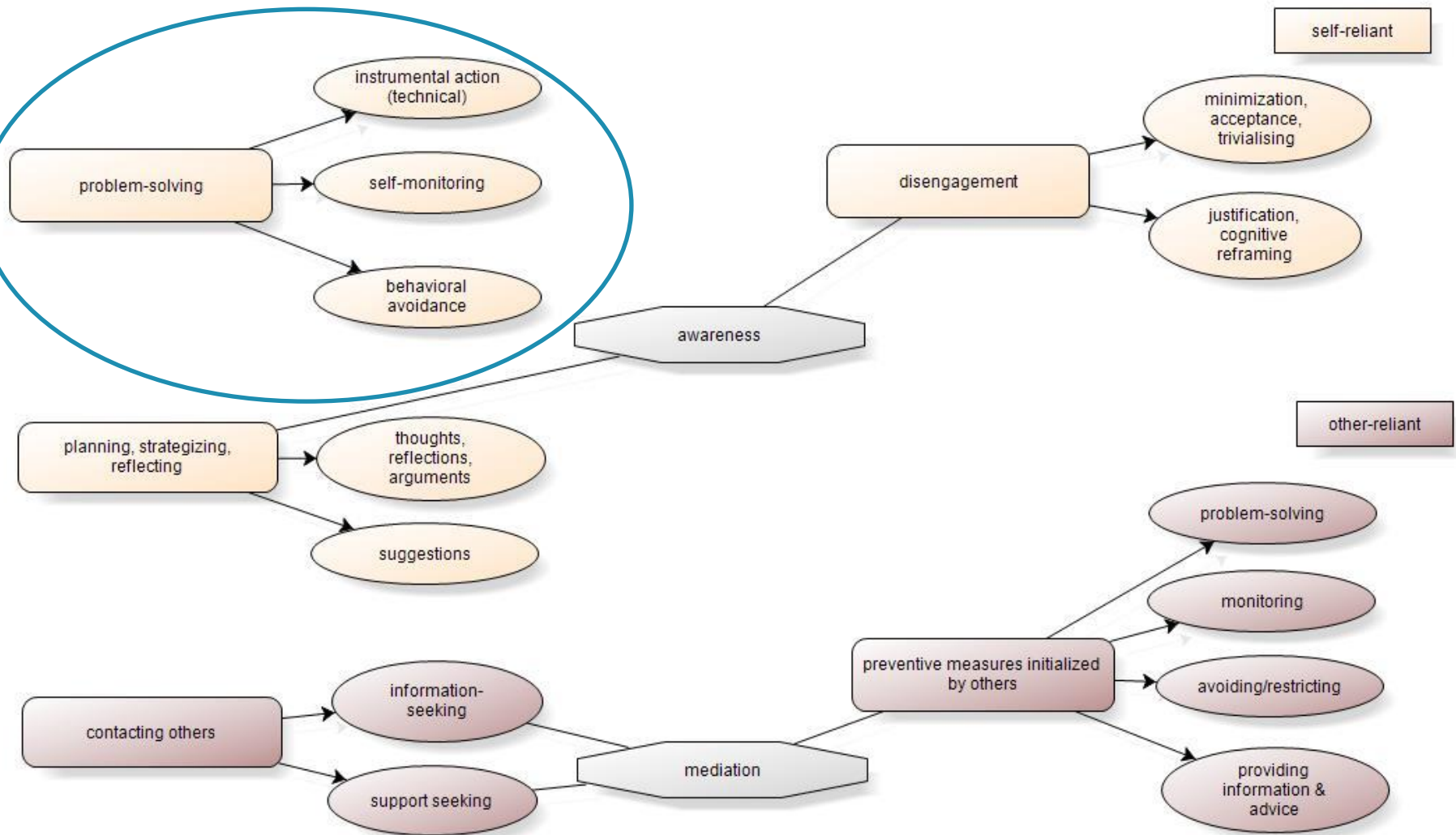


**Thematic template analysis approach** (Cassel & Symon, 2004; Guest, MacQueen & Namey, 2012, Feredey & Muir-Cochrane, 2006)

- Theory & data driven
- Iterative process to develop template
- Hierarchical structure
- Combination of quantitative & qualitative aspects



# Findings – focus on problem-solving



# Findings – contact with strangers

## Self-monitoring

Caution in  
accepting friend  
requests (but  
different criteria)

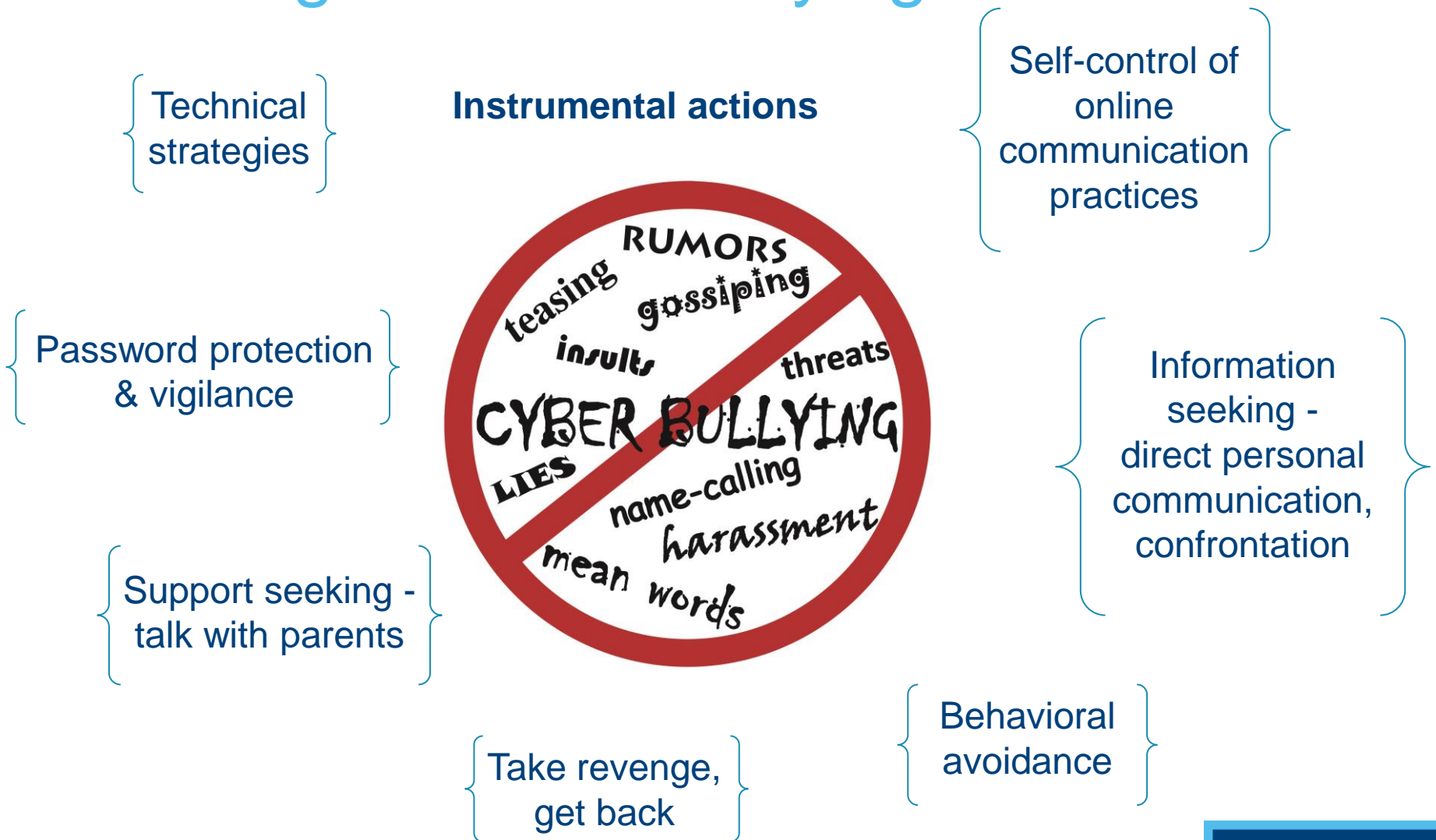


Control online  
communication

Ignore questions,  
comments, messages

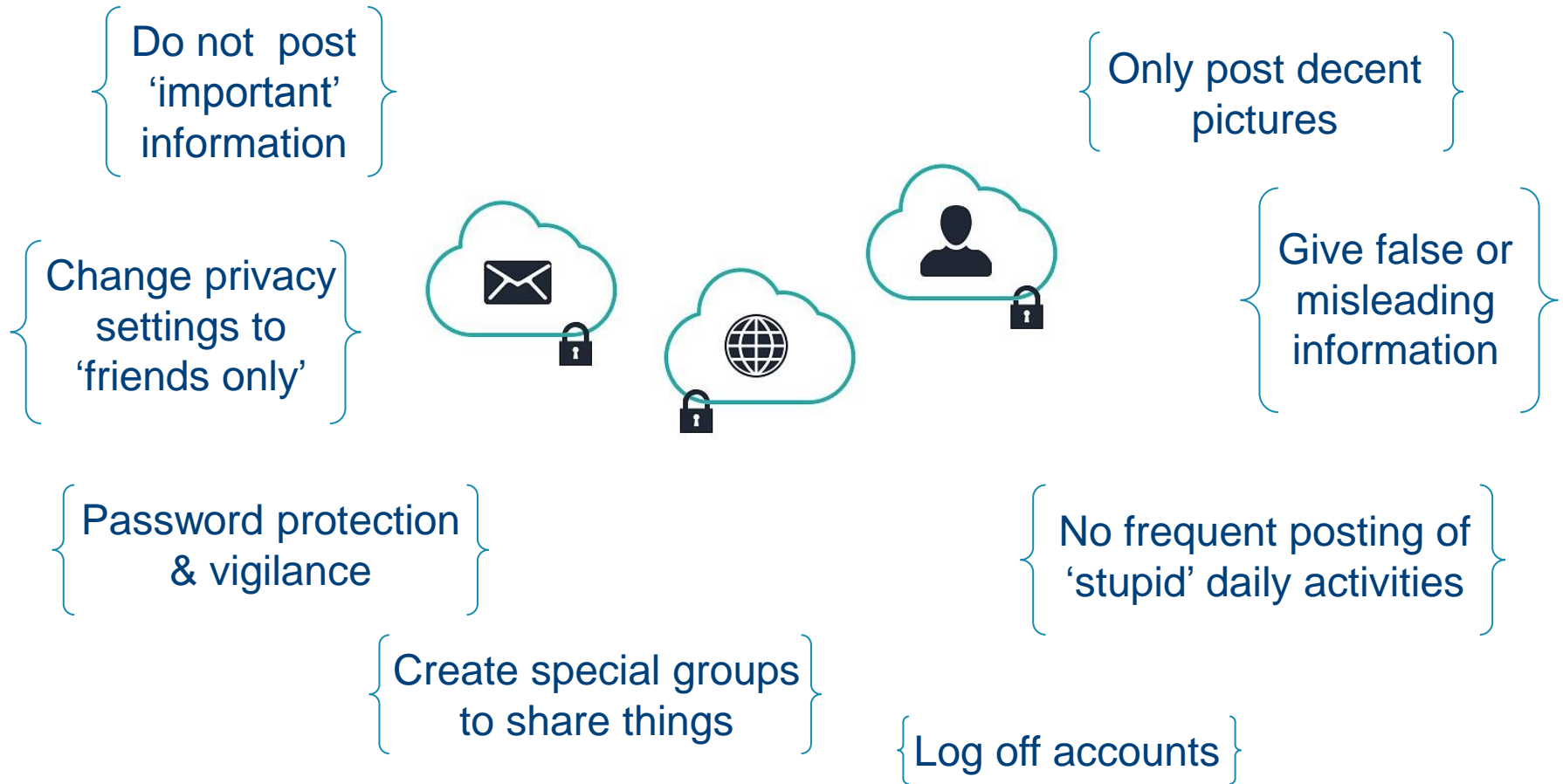
Use safe  
(monitored)  
platforms

# Findings – online bullying



# Findings – personal data misuse

## Self-monitoring & instrumental actions



# Findings – sexual content & sexting

## Behavioral avoidance & instrumental actions

Not taking  
any sexy  
pictures

Not accepting, editing or  
sharing sexy pictures



Not undressing  
in front of  
webcam

Install filters or other  
software to block  
content

Avoid clicking on  
weird, unfamiliar  
things

# Findings – role of gender

**Many similarities...**

# ...but also differences

## Girls

- Extra precautions when arranging meetings
- Try not to look 'silly' or 'stupid' on pictures
- More communicative
- More collaborative
- Preference for private communication apps

# ...but also differences

## Girls

- Extra precautions when arranging meetings
- Try not to look 'silly' or 'stupid' on pictures
- More communicative
- More collaborative
- Preference for private communication apps

## Boys

- Install filters or virus scanners, ad-blockers
- Avoid recognizable photos, select neutral pics
- Provide false, misleading information



# Findings – role of age

Older age groups (14-16 years old)

- More cognitive/reflective capacities
- More intensive use of SNS and online communication

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## Older age groups (14-16 years old)

- More cognitive/reflective capacities
- More intensive use of SNS and online communication
- More peer-oriented



- More proactive problem-preventing measures
- Higher cautiousness about contact risks ( $\Leftrightarrow$  content risks)
- Prefer private communication apps over public comments
- Discuss preventive practices with peers ( $\Leftrightarrow$  parents)
- Changing criteria for accepting friend requests

# Conclusion

## **Role of risk perception**

- Content risks => behavioral avoidance
- Strangers & privacy misuse => self-monitoring
- Online bullying => instrumental actions

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- Content risks => behavioral avoidance
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## **Parallels with (reactive) coping**

- No dichotomous model, combinations are common
- Avoid re-occurrence or escalation
- Stepwise approach

# Discussion

## **Why prevention-specific analyses and typologies?**

- Preferred measures are different in preventive stage
  - More proactive, less communicative
- Strategies have different meaning and impact
  - Cognitive strategies as stepstone between mere awareness and preventive actions
  - Helpfulness of avoidance tactics

# Shortcomings and suggestions

## **Descriptive comments in English**

- Loss of context
- No details about personality traits

## **Future research**

- Interpretative analyses at country level based on full transcripts
- More attention for disengagement

# More information

Vandoninck, S. & d'Haenens, L. (2014). Ways to avoid problematic situations and negative experiences: Children's preventive measures online. *Communications*, 39(3), 261-282.

- Meaning of online problematic situations for children:  
<http://eprints.lse.ac.uk/56972/>
- Preventive measures: how youngsters avoid online risks:  
<http://eprints.lse.ac.uk/55797/>

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